

Kingfisher Curriculum Offer – PE

Curriculum Offer
(SLT)



Progression Map and National Curriculum Aims and Expectations
(Curriculum Lead)



Progression Map and Proposed Timescale with Core Curriculum Aims, Qualification Mapping and Teaching Schedule
(Subject Lead)



Lesson plans and Resources including Displays and Assessment
(Classroom Teacher)

The National Curriculum for Physical Education aims to ensure that all pupils

- Develop competence to excel in a broad range of physical activities
 - Are physically active for sustained periods of time
 - Engage in competitive sports and activities
 - Lead healthy, active lifestyles

Progression Map

Level Expected at the end of:

- Key Stage 2
- Key Stage 3
- Key Stage 4
- Post 16

Key Stage 2 Kingfisher School Curriculum Offer	Key Stage 2 Content National Curriculum Expectations
<p><u>Autumn Term 1 - Football (All Primary groups)</u></p> <p>Pupils should be taught the following:</p> <ul style="list-style-type: none"> • Control - Learning how to stop a moving ball. Mini assessment completed. • Passing - Complete short and accurate passes • Passing under pressure • Dribbling - Practice dribbling with the ball • Turning – Understand different turns to change direction • Shooting -Develop shooting to score a goal • Defending - Learn the basics of defending • Understanding positions – Exposure to all positions in football • Game Play - Participate in small, sided conditioned games • Mini Assessment to check progress from beginning of unit <p>Note - Pupils will be challenged on whether they can play and accept the rule, compete fairly, be gracious whether winning or losing.</p> <p><u>Autumn Term 2 – Basketball (All Primary Groups)</u></p> <p>Pupils should be taught the following:</p> <ul style="list-style-type: none"> • Mini assessment - Introduction to basketball. Catching and handling. Moving the ball around the body. • Passing and receiving (basic introduction to chest and bounce pass) • Opposed passing in small games. • Moving with the ball. Basic dribbling technique (fingertips, eyes) • Dribbling games. 	<p>Key stage 2</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns

- Stopping with the ball (2 step. Pivoting)
- Shooting (BEEF technique)
- Shooting games.
- Defending (hand positions)
- Introduction to rules through game play (travelling/ double dribble)
- Working as a team. Mini games. Mini assessment to check progress.

Spring Term 1 –Dodgeball (All Primary Groups)

Pupils should be taught the following:

- Catching a ball at different heights
- Throwing and catching – Develop accuracy and consistency with throws
- Work co-operatively as part of a team
- Play shots with confidence and control
- Develop control when moving at speed
- Play games to develop knowledge of techniques needed
- Play games to understand rules, teamwork and tactics

Spring Term 2 – Problem solving (All Primary Groups)

Pupils should be taught the following:

- Problem Solving through physical challenges
- Problem solving through use of equipment
- Strategy and movement
- Co-operative problem solving in small groups
- Competitive problem solving

Summer Term 1 – Striking and Fielding (All Primary Groups)

Pupils should be taught the following

Cricket:

- Assessment of basic skills for striking and fielding
- Throwing and catching

- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

- Bowling technique
- Fielding
- Batting
- Mini assessment through game play

Rounders:

- Throwing and catching
- Batting
- Bowling and fielding
- Game play

Kick ball

- Kicking and catching
- Fielding
- Decision making and tactics
- Game Play

Summer Term 2 – Alternative games and Athletics (All Primary Groups)

W1 - Alternative games 1 – Indoor Hockey

- Handling of equipment and safety rules
- Passing – Push pass / Control – Trapping the ball
- Dribbling and Shooting
- Game play

W2 - Alternative games 2 – Volleyball

- Learn and practice shots – dig, set, smash
- Game play

W3 – Alternative games 3 – Bench Ball

- Throwing and catching
- Moving into space
- Game play

<p><u>WK 4 -8 Athletics</u></p> <ul style="list-style-type: none"> • Mini Olympics. • 100m sprint-Keep body still and drive knees up. • Long jump – Technique with take-off and landing • Javelin – Foam Javelins practicing technique • Bean bag toss • Sack Race • Assessment lesson – Mini olympics 	
<p>Key Stage 3 Kingfisher School Curriculum Offer</p>	<p>Key Stage 3 Content National Curriculum Expectations</p>
<p><u>Autumn Term – Football - Year 7 and 8 (Middle School Groups)</u></p> <p>Pupils should complete the following:</p> <ul style="list-style-type: none"> • Assessment lesson. • Passing (short/Long) • Develop passing during game play. • Dribbling (both feet, head up, soft touches) • Develop dribbling during game play. • Shooting (Using laces, aiming for the corners) • Develop shooting during game play • Attacking - Outwitting an opponent • Defending – Defending against an opponent • Understand Positioning and tactics (Remain in position). • Learn how to Keep Possession • Practice set plays (Free kicks, corners, penalties) • Understand Rules of the game through conditioned games and Performance analysis • Assessment Lesson <p>• Note – If a class should struggle with the football or basketball curriculum, then alternative invasion game sports will be completed following the same content (Tag Rugby, indoor Hockey).</p>	<p>Key stage 3</p> <p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others’ work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] • develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]

Autumn Term 2 – Basketball Year 7 and 8 (Middle School Groups)

- Assessment lesson
 - Passing (chest, bounce, shoulder)
 - Develop during gameplay.
 - Dribbling (waist height, fingertips, head up)
 - Develop during gameplay.
 - Shooting (BEEF technique)
 - Develop during gameplay.
 - Defending (hand positions, rebounds)
 - Develop during gameplay.
 - Rules/regulations through gameplay
 - All pupils to referee at some point.
 - Assessment lesson
- **Note – If a class should struggle with the football or basketball curriculum, then alternative invasion game sports will be completed following the same content (Tag Rugby, indoor Hockey).**

Spring Term 1 – Badminton Year 7 and 8 (Middle School Groups)

- Baseline assessment-doubles and singles gameplay.
- Introduce grip and learn how to set up a badminton court.
- Badminton singles rules and regulations.
- Low and high serve-aim for front and back of service box.
- Overhead clear-throwing technique, high and long.
- Drop shot-Aim low to the net and drop short of service line.
- Smash shot-Winning shot-select shot at correct time, hit down with power.
- Movement on the court-get back to the centre of the court, equal distance to run.
- Gameplay-Singles and doubles matches.
- Doubles rules and regulations.
- Doubles positions-side to side and front and back.
- Assessment lesson-singles and doubles matches.

- perform dances using advanced dance techniques in a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs

- **Note – Pupils may complete table tennis as an alternative racket sport.**

Spring Term 2 – Fitness Year 7 and 8 (Middle School Groups)

- Cardiovascular fitness-bleep test- link to sports
- Speed-sprint tests-link to sports
- Agility-Illinois and T test—link to sports
- Muscular strength-Weights Circuit-Link to sports
- Power-Standing broad jump-link to sports

Flexibility-Sit and reach test-link to sports

Summer 1 – Striking and Fielding Year 7 and 8 (Middle School Groups)

- Baseline assessment-Cricket/rounders.
- Introduce rules and regulations.
- Throwing and catching-overarm, side on to target, W shape hands.
- Batting-Side on to bowler, arm bent at elbow (Rounders), Point bat down (Cricket).
- Fielding-Short and long barrier, Positions in Rounders.
- Bowling-Straight arm, graze ear (Cricket), under arm, target-between hip and shoulder.
- Positions and their roles-Wicket keeper, back stop etc.
- Strategies-When to run, change in fielding positions.
- Gameplay-pupils to officiate.
- Assessment lesson-Rounders match.
- Assessment lesson-Cricket match.

Summer 2 – Athletics Year 7 and 8 (Middle School Groups)

- Assessment lesson-Mini Olympics.
- 100m sprint-Look forward, drive arms and knees.
- 400m-lane discipline, lean into bends.
- 1200m-Pacing, kick.
- Long jump-one leg takes off, legs forward on landing.
- Discus-Glide technique, rolling technique, forefinger release.
- Javelin-Straight arm, overhead.
- Shot putt-Side on, rotate shoulders.
- Relay race-hand over baton, move whilst receiving.
- Mini Olympics.

Assessment-Mini Olympics.

Autumn Term – Football – Year 9 (Upper 1 Group)

Pupils should complete the following:

- Assessment lesson – In school and based on key components of football.
- Passing (short, long, lob, driven, chip, passing targets, passing through the lines)
- Develop passing through game play
- Dribbling (both feet, head up, turns, drop shoulder, dribbling under pressure, dribbling to and from opponents).
- Develop dribbling through game play
- Shooting (Using laces, aiming for the corners, running of the defender, shooting targets, changing the angle of run)
- Develop shooting through game play
- Attacking - Outwitting an opponent (Skills will be developed in game play with 1 vs 1's, overlapping, body mirroring).
- Defending – Defending against an opponent (Skills will be developed in game play with man marking, zonal marking and body mirroring).
- Understand Positioning and tactics (Remain in position) – Skills will be developed through choosing positions and tactics and leading a team.
- Learn how to Keep Possession – Skills will be developed by possession-based activities e.g. 3 passes before a goal, playing out from the back.
- Practice set plays (Free kicks, corners, penalties) – Routines will be developed
- Conditioned games – Games will be played with rules. Team numbers unequal to test.
- Understand Rules of the game and Performance analysis – Refereeing and analysing a teammates performance
- The importance of fitness in football – fitness drills explosive and endurance so pupils understand the expectancy of performance.
- Assessment Lesson – May be done offsite as a whole school game to achieve required assessments.

Autumn Term – Basketball– Year 9 (Upper 1 Group)

Year 9 basketball will build on the principles developed in Years 7 and 8. New and challenging skills will be taught to enhance overall performance.

- Assessment lesson
- Passing (chest, bounce, shoulder during gameplay)

- Develop skill in gameplay (Passing under pressure, Passing limits)
- Dribbling (waist height, fingertips, head up, cross over, tricks)
- Develop skill in gameplay (Controlled dribble and Speed Dribble)
- Shooting (BEEF technique, fade away, lay up shot)
- Develop skill in gameplay (Shot clock, free throw)
- Defending (hand positions, rebounds, man to man, check)
- Develop skill in gameplay (1 vs 1's)
- Rules/regulations through gameplay
- Develop skill in gameplay (Fouls and Penalties, Violations, Back court violation, Referee a game)
- Assessment lesson

Spring Term – Badminton – Year 9 (Upper 1 Group)

- Baseline assessment-doubles and singles gameplay.
- Re-introduce grip and how to set up a Badminton court.
- Badminton singles rules and regulations.
- Low and high serve-Develop skill through competition.
- Overhead clear-Work on power and transferring weight with rotation of shoulders-Develop skill through competition, on the move.
- Drop shot-Aim low to the net and drop short of service line-aim to disguise the shot-Develop skill through competition, on the move.
- Smash shot-Winning shot-select shot at correct time, hit down with power-introduce jump- Develop skill through competition, on the move.
- Movement on the court-get back to the center of the court, equal distance to run-Develop skill through competition, on the move.
- Gameplay-Singles and doubles matches.
- Doubles rules and regulations-officiate when not playing.
- Doubles positions-side to side and front and back- Develop skills during gameplay and encourage pupils to choose way of playing.
- Assessment lesson-singles and doubles matches.

Spring Term – Components of Fitness – Year 9 (Upper 1 Group)

- Cardiovascular fitness (2 lessons)- Pupils to choose ways to develop this component of fitness and choose an activity that most requires the component.

- Speed (2 lessons)- Pupils to choose ways to develop this component of fitness and choose an activity that most requires the component.
- Agility (2 lessons)- Pupils to choose ways to develop this component of fitness and choose an activity that most requires the component.
- Muscular strength (2 lessons)- Pupils to choose ways to develop this component of fitness and choose an activity that most requires the component.
- Power (2 lessons)- Pupils to choose ways to develop this component of fitness and choose an activity that most requires the component.

Flexibility (2 lessons)-Pupils to choose ways to develop this component of fitness and choose an activity that most requires the component.

Summer Term – Striking and Fielding – Year 9 (Upper 1 Group)

- Baseline assessment-Cricket/rounders.
- look back on rules through gameplay.
- Throwing and catching-overarm, transfer weight, one handed catching.
- Batting-Introduce different shots to play against different deliveries.
- Fielding-Incorporate pace and accuracy in throwing-Wicket keeper to adjust position where necessary.
- Bowling-Introduce spin and seam bowling.
- Positions and their roles-Wicket keeper, back stop, young leaders to determine who has skills to benefit each position.
- Strategies-Aim to stay in bat, can you bat smart.
- Gameplay-pupils to officiate.
- Gameplay-pupils to officiate.
- Assessment lesson-Rounders match.
- Assessment lesson-Cricket match.

Summer Term – Athletics – Year 9 (Upper 1 Group)

- Assessment lesson-Mini Olympics.
- 100m sprint-Keep body still and drive knees up.
- 400m-lane discipline, lean into bends.
- 1200m-Pacing based on competition, kicking point can vary based on each individual-autonomy over decision to kick.
- Long jump-Timing of take-off to line, arms and legs forward on landing.
- Discus-Glide technique, centrifugal force, palm down on release.

- Javelin-Combine run up and coordinate full movement.
- Shot putt-bent knees in starting position, coordinate explosive movement up into throw.
- Relay race-Maximise speed on baton transfer.
- Assessment-Mini Olympics.

Key Stage 4/Post 16 Content National Curriculum Expectations

GCSE PE – EDUQUAS (Upper and Post 16 groups)

Module 1 – Health, training and exercise

- 1A – Health, Fitness and Wellbeing
- 1B – Diet and Nutrition
- 1C – Components of fitness and measuring health and fitness
- 1D – Methods of training and training zone
- 1E – Principles of training
- 1F – Warm up and Cool Down

Module 2 – Exercise Physiology

- 2A – Muscular-skeletal System
- 2B – Cardio-Respiratory and Vascular System
- 2C – Aerobic and Anaerobic Exercise
- 2D – Short- and Long-term effects of exercise

Module 3 – Movement Analysis

- 3A - Muscle Contraction
- 3B - Lever Systems
- 3C - Planes and Axes of Movement
- 3D - Sports Technology

Module 4 – Psychology of sport and physical activity

- 4A - Goal setting
- 4B - Information processing
- 4C -Guidance and practice
- 4D - Mental preparation and motivation
- 4E -Classification of skill

Module 5 – Socio-Cultural Issues in sport and Physical Activity

- 5A – Participation and provision in sport and physical activity
- 5B – Commercialisation in sport
- 5C – Ethical issues in sport

Note: Pupils will take part in offsite sports to aid assessment.

Key Stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- Develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

Offsite will include Trampolining, Boxing, Swimming, Rock climbing + any other expression of interest deemed suitable to the pupil.	
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Post 16 - Kingfisher School Curriculum Offer	Post 16 Content National Curriculum Expectations
<p>Further knowledge for retakes based on the Eduquas (Current exam board) specification.</p> <p>Past exam papers and drop in sessions.</p> <p>Practical assessments onsite and offsite.</p>	As Ks4. Year 10 and Year 11.

<p><u>Intent</u></p> <p>Intent</p> <p>The PE curriculum is mapped to include coverage of the National Curriculum and designed to challenge, engage and motivate with the ultimate goal that our learners progress physically and understand the benefits of exercise in ensuring lasting healthy active lifestyles. Through PE we aim to promote confident individuals through the development of social skills and working with others within competition. We also aim to foster their interests to enable them to make a positive contribution to the community and society - both now and in the future. Our curriculum is bespoke to our school and is devised according to the needs of our children.</p>

Implementation

Implementation

- A clear and comprehensive scheme of work in line with the National Curriculum where teaching and learning should show progression within the strands of KS2 and KS3 PE and GCSE entry level and/or Eduquas Physical Education, as they progress.
- Our Learning is sequenced into coherent and cumulative lessons that build and connect on previous content. Specific skills are taught and practised so that they become competent in a range of sports and activities. A tailored curriculum develops more than the skills of the sport but also develops confidence, resilience, relationships and competition.
- Subject content is delivered through practical means as much as can be achieved, allowing pupils to get first hand experience of the content they are learning. High quality resources and equipment are carefully chosen to support the learning journey of all our young people regardless of ability. Our pupils can build on practical knowledge within GCSE PE at KS4 and apply this understanding through academic application. Continual assessment determines the planning of future lessons to enable pupils to develop at their speed whilst maintaining high levels of application.
PE is taught primarily around a child-centred lesson design that models and embeds a growth mindset approach to physical activity and focuses on helping all children to build a deep understanding of the benefits of exercise.

Impact

- All Students will make good progress from their individual starting points academically, emotionally, creatively and socially.
- Students will take pride in all that they do, motivated to do their best and with confidence in their own abilities and their work across the curriculum is of high quality.
- Students will retain knowledge that is pertinent to PE, with a real-life context.
- Students will be able to explain the process they have taken and understand how the body reacts to exercise.
- Students will work collaboratively and practically to engage in sport.
- Students will be able to question ideas and reflect on their knowledge.
- Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared their next steps